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ABSTRACT

This module on writing instructional objectives is the sixth of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. Objectives of the module are for the teacher to be able to (1) list components of an instructional objective, (2) select instructional objectives from a list, and (3) write instructional objectives for five types of learning outcomes. It contains eight tasks which focus on material presented on the cassette tape (with answers), an assessment, and an assignment. (YLB)

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INTRODUCTION TO TEACHING ADULTS

MODULE 6

WRITING INSTRUCTIONAL OBJECTIVES

Prepared by:
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The University of British Columbia
1981

CE 030 320

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MODULE 6: WRITING INSTRUCTIONAL OBJECTIVES

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MODULE 6

Important Note

If you intend to submit the assignment for evaluation, please include this form with your submission and mail to:

Adult Education Programs,
Centre for Continuing Education,
5997 Iona Drive,
University of British Columbia,
V6T 2A4

Name _____

Address _____

Telephone Business_____ Home _____

Date Submitted _____

ABOUT THIS PROGRAM

This series of modules was developed by the Division of Adult Education and the Centre for Continuing Education of the University of British Columbia under contract with the Ministry of Education of the Province of British Columbia. The series was developed under the direction of Gary Dickinson, and Sandy McGechaen supervised the production.

The eleven modules in the complete program are:

Level I

1. Guidelines for Teachers of Adults

Level II

2. Using Instructional Techniques
3. Using Instructional Media
4. Using Evaluation Instruments

Level III

5. Designing Instruction
6. Writing Instructional Objectives
7. Managing Instruction
8. Enhancing Motivation

Level IV

9. Understanding the Adult as Learner
10. Understanding the Learning Process
11. Continuing Your Development

MODULE 6: WRITING INSTRUCTIONAL OBJECTIVES

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INTRODUCTION

The purpose of this module is to provide you with guidelines for writing instructional objectives. The specific objectives of this module are as follows:

Upon completion of this module, you should be able to:

1. List five components of an instructional objective without the use of references.
2. Select instructional objectives from a list of objectives with a maximum of one error.
3. Write one instructional objective for each of five types of learning outcomes.

This booklet was designed to be used in conjunction with the cassette tape. To complete this module you will need the booklet, the cassette tape and a recorder, and a pen or pencil.

Begin with the cassette tape. The cassette will instruct you when to turn to specific pages of the booklet. Please do not write on pages of the booklet until instructed to do so.

Start the recorder.

USES OF OBJECTIVES

List at least five reasons for using instructional objectives:

1.

2.

3.

4.

5.

After you have completed the above task, turn the page and check you answers ▶

ANSWERS

Some of the many reasons for using instructional objectives are to:

1. Aid participants in their course planning.
2. Eliminate participant anxiety and frustration, and thus aid learning.
3. Aid the instructor in designing the learning experiences.
4. Enable the instructor to identify participants who have and those who do not have the necessary prerequisites.
5. Aid the assessment of participants' level of mastery at any given time during the course.
6. Guide evaluation process.
7. Ensure congruence between what is to be learned with what is evaluated.
8. Aid in sequencing courses or units of instruction.
9. Assist other instructors in designing their courses.
10. Provide a basis of accountability.

It is possible that you may have listed other reasons as well.

Start the recorder.

ELEMENTS OF INSTRUCTIONAL OBJECTIVES

Complete the following sentence:

Three elements that should be present in a well-written instructional objective are:

1. _____

2. _____

3. _____

After you have completed the above task, turn the page and check your answers

ANSWERS

Three elements that should be present in a well-written instructional objective are:

1. **Who** is to perform the desired behaviour;

2. The **observable behaviour** employed in demonstrating mastery of the objective, and

3. The **product** or **performance** (result) to be evaluated.

Continue on to page 7

QUESTIONS

Which of the following statements include these three elements? To assist you in this task use the following coding key. Circle the *who*, underline the *observable behavior*, and double underline the *product* or *performance*. If all three criteria are included, check yes; if one or more of the criteria are missing, check no.

		Yes	No
a.	The participant will develop an awareness of the different geometric figures.	_____	_____
b.	The learner will be able to write three instructional objectives.	_____	_____
c.	The student will recognize the difference between a Bach and a Beethoven composition.	_____	_____
d.	The participant will learn the names of the bones in the lower extremities.	_____	_____
e.	The learner will be able to carve a bear out of wood.	_____	_____

After you have completed the above task, turn the page and check your answers

ANSWERS

	Yes	No
a. The **participant** will develop an awareness of the different geometric figures.		✓
b. The **learner** will be able to write three instructional objectives.	✓	
c. The **student** will recognize the difference between a Bach and a Beethoven composition.		✓
d. The **participant** will learn the names of the bones in the lower extremities.		✓
e. The **learner** will be able to carve a bear out of wood.	✓	

Continue on to page 9

QUESTIONS

If you checked yes for statements a,c, or d, review the statements closely. These three statements do not include a behavior that is observable or measurable. Can you rewrite statements a, c, and d, into observable behavior?

a. _____

c. _____

d. _____

After you have completed the above task, turn the page and check your answers

ANSWERS

a. The **participant** will be able to name orally the different geometric figures.

c. The **student** will list the differences between a Bach or a Beethoven composition.

d. The **participant,** given the lower extremity bones and a package of cards, each containing the name of one bone, will correctly match the names to the bones.

Your answers may be different from the above. As long as your answers contain the three elements and the product or performance is observable, they are correct.

Your answers may be different from the above. As long as your answers contain the three elements and the product or performance is observable, they are correct.

Start the recorde

QUESTIONS

Complete the following sentence:

Five elements that should be present in a well-written instructional objective are:

1. _____
2. _____
3. _____
4. _____
5. _____

After you have completed the above task, turn the page and check your answers

ANSWERS

Five elements that should be present in a well-written instructional objective are:

1. (**Who**) is to perform the desired behavior.
2. The **observable behavior** employed in demonstrating mastery of the objective.
3. The **product** or **performance** to be evaluated.
4. The (**conditions**) under which the behavior is to be demonstrated.
5. The qualitative ((**standard**)) that will be used to evaluate the success of the participants' performance or product.

Continue on to page 13

QUESTIONS

For each of the instructional objectives listed below, identify the five components using the following coding key . . .

= **Who**

= **Observable behavior**

= **Product or performance**

( ) = **Conditions**

(( )) = **Standards**

1. Within fifteen minutes, the participant will be able to write at least four instructional objectives which included the five components previously given.

2. Orally given thirty words, the participant will be able to spell ninety percent of these words correctly.

3. In a simulated office setting with an electric typewriter, the student will be able to type a given business letter at a minimum speed of twenty-five words per minute with one hundred percent accuracy.

4. Given a list of ten fictional characters from Canadian literature, the participant will be able to name the novel in which each character appears, with no more than one error.

After you have completed the above task, turn the page and check your answers

ANSWERS

1. (Within fifteen minutes), **the participant** will be able to write ((at least four)) instructional objectives ((which include the five components previously given.))

2. (Orally given thirty words), **the participant** will be able to spell ((ninety percent)) of these words ((correctly.))

3. (In a simulated office setting with an electric typewriter), **the student** will be able to type a given business letter ((at a minimum speed of twenty-five words per minute with one hundred percent accuracy.))

4. (Given a list of ten fictional characters from Canadian literature), **the participant** will be able to name the novel in which each character appears, ((with no more than one error.))

If you had difficulty identifying the five components in any one of the above instructional objectives, turn back to page 12 and review the components.

If you correctly identified the five components in each instructional objective, start the recorder.

OBJECTIVES AND LEARNING OUTCOMES

List the five types of learning outcomes identified on the cassette.

1. _____
2. _____
3. _____
4. _____
5. _____

After you have completed the above task, turn the page and check your answers

ANSWERS

The five types of learning outcomes are:

1. Verbal Information.
2. Intellectual Skills.
3. Cognitive Strategies.
4. Motor Skills.
5. Attitudes.

Continue on to page 17

QUESTIONS

In the instructional objectives listed below, identify which learning outcome is emphasized by placing the corresponding numbers from the preceding list in front of each objective. For example, place a '1' in the space provided if you feel the objective emphasizes verbal information.

__ a. Given five liquid apothecary measuring containers, the participant will be able to name each container with one hundred percent accuracy.

__ b. Following completion of this unit, the participant will be able to illustrate in a diagram two or more original methods for disposing of fallen leaves.

__ c. Following this workshop, the participant will display safety consciousness by wearing the assigned equipment when operating the lathe.

__ d. At the completion of this lesson, the participant will be able to demonstrate the first three steps of the Highland Fling, as instructed, without error.

__ e. Given a list of ten objectives, the participant will be able to differentiate a general educational objective from an instructional objective with ninety percent accuracy by placing a check in the appropriate column.

After you have completed the above task, turn the page and check your answers

ANSWERS

1 a. Given five liquid apothecary measuring containers, the participant will be able to name each container with one hundred percent accuracy.

3 b. Following completion of this unit, the participant will be able to illustrate in a diagram two or more original methods for disposing of fallen leaves.

5 c. Following this workshop, the participant will display safety consciousness by wearing the assigned equipment when operating the lathe.

4 d. At the completion of this lesson, the participant will be able to demonstrate the first three steps of the Highland Fling, as instructed, without error.

2 e. Given a list of ten objectives, the participant will be able to differentiate a general educational objective from an instructional objective with ninety percent accuracy by placing a check in the appropriate column.

If you answered the above questions incorrectly, rewind the tape and listen again to the section on classification and learning outcomes.

If you answered the above questions correctly, continue on with the tape.

ASSESSMENT

The assessment questions which follow are intended to assist you in determining whether you have achieved the objectives of this module.

1. List the five components of an instructional objective which were presented in this module.

a. _____

b. _____

c. _____

d. _____

e. _____

Turn to page 20 and continue with the assessment

2. Indicate with a check which of the following are good instructional objectives:

__ a. The participant will be presented with an overview of the theories, principles, and issues in curriculum construction for modern education.

__ b. The student will gain an appreciation for the great works of Canadian literature, both prose and poetry.

__ c. The learner will be able to perform simple addition problems without referring to class notes or textbooks.

__ d. After completing this unit, the student will be able to write a one-page essay on the Canadian Indian.

__ e. Within a six week period, the participant will read a minimum of ten novels or thirty short stories.

__ f. At the end of the lesson on democracy, the student will feel an increased responsibility as a citizen.

__ g. Given several examples of educational processes, the learner will differentiate between a method, a technique, and a device with ninety percent accuracy by placing the appropriate number from column B into column A.

__ h. Given a simulated agency maintenance department, the participant will be able to rotate the tires on an automobile within thirty minutes according to the standards stated in the manual.

__ i. Following completion of this workshop, the learner will display safety consciousness.

__ j. Given a list of ten instructional objectives, the learner will be able to identify the learning outcome emphasized in each objective by matching column A with column B.

Continue on to page 21 to complete the assessment

3. **In the space provided below, write one instructional objective for each of the following learning outcomes: (a) Verbal Information, (b) Intellectual Skills, (c) Cognitive Strategies, (d) Motor Skill, and (e) Attitudes:**

a.

b.

c.

d.

e.

After completing this assessment, turn the page and check your answers

ANSWERS

1. The five components of an instructional objective are:

a. **Who** is to perform the desired behavior.
b. The **observable behavior** to be employed.
c. The **product** or **performance** to be evaluated.
d. The **condition** under which the behavior is to be demonstrated.
e. The **standard** that will be used to evaluate the performance or product.

2. The following objectives checked are good instructional objectives:

__ a. Explains a process rather than a product.
__ b. No measurable behavior, no conditions, no standards.
__ c. No standards for evaluating performance.
__ d. No standards for evaluating performance.
__ e. No measurable behavior, not enough conditions (what kinds of novels?)
__ f. No measurable behavior, no standards.
✓ g.
✓ h.
__ i. No measurable behavior, no standards.
✓ j.

3. First check to see whether your instructional objectives contain the five components noted above. Then compare your objectives with those listed on page 18 of this booklet.

This ends the module, but it should be just the beginning of your production of clear and precise instructional objectives for each program you instruct. Look over the instructional objectives for a program you are currently teaching or one you have recently instructed. Can you improve them? Do it now!

ASSIGNMENT

As the assignment for this module, submit either or both of the following for comment:

1. The five objectives you wrote on page 21 of the booklet.

2. A complete or partial list of instructional objectives for your course.